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Collana	Programming and Software Engineering, , 2945-9168 ; ; 4753
Disciplina	371.33
Soggetti	Education - Data processing Multimedia systems User interfaces (Computer systems) Human-computer interaction Artificial intelligence Application software Computers and Education Multimedia Information Systems User Interfaces and Human Computer Interaction Artificial Intelligence Computer and Information Systems Applications
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Full Papers -- From a Specific Tracking Framework to an Open and Standardized Attention Environment Based on Attention.XML -- Cross-System Validation of Engagement Prediction from Log Files -- Exploiting Policies in an Open Infrastructure for Lifelong Learning -- Proposing the Underlying Causes That Lead to the Trainee's Erroneous Actions to the Trainer -- Smart Indicators on Learning Interactions -- A Qualitative and Quantitative Evaluation of Adaptive Authoring of Adaptive Hypermedia -- Making Sense of IMS Learning Design Level B: From Specification to Intuitive Modeling Software -- Using MotSaRT to Support On-Line Teachers in Student Motivation -- LOCO-Analyst: A

Tool for Raising Teachers' Awareness in Online Learning Environments -- Supporting Incremental Formalization in Collaborative Learning Environments -- Exploiting Preference Queries for Searching Learning Resources -- How Do People Learn at the Workplace? Investigating Four Workplace Learning Assumptions -- E-Learning on the Social Semantic Information Sources -- Capturing, Management and Utilization of Lifecycle Information for Learning Resources -- Improving the Search for Learning Objects with Keywords and Ontologies -- Exploiting Context Information for Identification of Relevant Experts in Collaborative Workplace-Embedded E-Learning Environments -- Negotiating the Path from Curriculum Design to E-Learning Course Delivery: A Study of Critical Success Factors for Instructional Systems Design -- A Game-Based Adaptive Unit of Learning with IMS Learning Design and -- Relevance Ranking Metrics for Learning Objects -- Supporting Attention in Learning Environments: Attention Support Services, and Information Management -- Personalized Links Recommendation Based on Data Mining in Adaptive Educational Hypermedia Systems -- A MediaTheoretical Approach to Technology Enhanced Learning in Non-technical Disciplines -- MACE – Enriching Architectural Learning Objects for Experience Multiplication -- ICT Supported Interorganizational Knowledge-Creation: Application of Change Laboratory -- Theoretical Framework of the iCampFolio – New Approach to Comparison and Selection of Systems and Tools for Learning Purposes -- Evaluating the ALOCOM Approach for Scalable Content Repurposing -- Community Tools for Repurposing Learning Objects -- Building Domain Ontologies from Text for Educational Purposes -- Short Papers -- Organizational Learning at University -- FAsTA: A Folksonomy-Based Automatic Metadata Generator -- The Macro Design as an Own Task in WBT Production: Ideas, Concepts and a Tool -- Reasoning-Based Curriculum Sequencing and Validation: Integration in a Service-Oriented Architecture -- Curriculum Model Checking: Declarative Representation and Verification of Properties -- Workplace Learning: How We Keep Track of Relevant Information -- A Digital Library Framework for Reusing e-Learning Video Documents -- A Situation-Based Delivery of Learning Resources in Pervasive Learning -- Web Services Plug-in to Implement "Dispositives" on Web 2.0 Applications -- Flexible Processes in Project-Centred Learning -- A p2p Framework for Interacting with Learning Objects -- A Framework for the Automatic Generation of Algorithm Animations Based on Design Techniques -- The Development of TE-Cap: An Assistance Environment for Online Tutors -- KnowledgeBus – An Architecture to Support Intelligent and Flexible Knowledge Management -- IKASYS: Using Mobile Devices for Memorization and Training Activities -- Pedagogical Validation of Courseware -- Improving Authoring-by-Aggregation and Using Aggregation Context for Query Expansion.-Questioning Usability of Visual Instructional Design Languages: The Case of CPM.

## Sommario/riassunto

You are holding more than 500 pages of combined wisdom on Technology Enhanced Learning (TEL) in your hands! With the advance of metadata, standards, learning objects, Web 2. 0 approaches to rip, mix and burn learning, wikis, blogs, syndication, user-generated content, W- based video, games and the ubiquitous availability of computing devices we can and have to offer more flexible learning services on a global scale. As one of the objectives of the 7th Framework Program of the European Commission puts it: We need “responsive environments for technology-enhanced learning that motivate, engage and inspire learners, and which are embedded in the business processes and human resources management systems of organizations. ” An important challenge is to form a bridge between informal learning

strategies of the knowledge society and formal competence development programs of organizations. After the success of EC-TEL 2006, the 2nd European Conference on Technology Enhanced Learning (EC-TEL 2007) provided a unique forum for all research related to technology enhanced learning, including its interactions with knowledge management, business processes and work environments. This is a competitive and broad forum for technology enhanced learning research in Europe and world-wide through specialized workshops, the doctoral consortium and the main conference. EC- TEL 2007 provided unique networking possibilities for participating researchers throughout the week and included project meetings and discussions for ongoing and new research activities supported by the European Commission.

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